

Social Exclusion Perceptions of Pre-school Teachers*

Meral Taner Derman

*Uludag University, Faculty of Education, Department of Elementary Education, Program of
Preschool Education
E-mail: mtaner@uludag.edu.tr*

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ABSTRACT The aim of this research is to determine social exclusion perceptions of preschool teachers with 1 to 10 years of experience. A total of 150 preschool teachers participated in the research. Of these, 8 of them were males and 142 of them were females. Also, 124 of the teachers had 1 to 5 years of experience and 26 of them had 6 to 10 years of experience. The t-test and correlation analysis were used in analyzing the data. According to this study, teachers working in the Southeastern Anatolia Region have higher social exclusion perceptions in social rights and social participation dimensions, while teachers working in the Mediterranean Region have higher social exclusion perceptions in cultural integration dimension. Teachers working in city centers have higher social exclusion perceptions in the social rights dimension and teachers working in counties have higher social exclusion perceptions in cultural integration dimension. It is also seen that these differences caused a significant difference.